DOCUMENT RESUME

ED 369 443 JC 940 270

TITLE	Placement of Courses within Disciplines [and] 1996 Discipline Review and Timeline.
INSTITUTION	California Community Colleges, Sacramento. Academic Senate.
PUB DATE	Apr 94
NOTE	15p.; Two-part paper.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; Course Content; Credentials; Educational Legislation; Instructional Program Divisions; *Intellectual Disciplines; *Program Content; *Program Improvement; Program Proposals; Two Year Colleges
IDENTIFIERS	*California Community Colleges; *Discipline Review

ABSTRACT

California Assembly Bill 1725 repealed the credentials used to determine the subject areas that community college faculty could teach and mandated the development of a list of disciplines. This two-part paper describes policies of the Academic Senate for California Community Colleges (ASCCC) with respect to assigning courses and proposing changes to the disciplines list. The first part describes the process for placing courses in disciplines, indicating that, by law, courses must be placed by faculty through local academic senates. This section also provides the following guidelines for ensuring maximum faculty input: (1) obtain a complete list of course offerings; (2) form committees by subject for the initial assignment of courses into disciplines; (3) circulate the initial list to all faculty for comments; (4) make the final approved list available to campus departments and offices; and (5) develop a process for assigning new courses to disciplines. The second part offers a proposal for improving the current discipline review process, reviewing the reasons for proposing changes to the list (e.g., changes within the discipline, clarification, and the inclusion of new degrees), and indicating that changes should be submitted to the local academic senate or a recognized professional organization. This part also describes the response to proposed changes, indicating that, after review by the Standards and Practices committee, proposals will be sent to senate presidents and other administrators for review prior to two consultation meetings and three public hearings. Finally, this part indicates that final voting will occur at spring sessions of the ASCCC. Includes a discipline review timeline and a sample form for proposing changes. (KP)

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Approved April 1994

ED 369 443

PLACEMENT OF COURSES WITHIN DISCIPLINES

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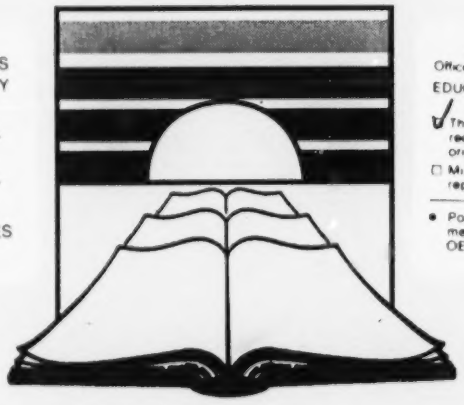

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The Academic Senate
for
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JC 940 270

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Spring 1994

Placement of Courses Within Disciplines

Preface:

This paper discusses a topic which is multifaceted and is at once practical and concrete as well as philosophical and controversial.

It is hoped that this paper will help local senates who have not yet undertaken the process of assigning courses to disciplines or who are updating or revising. The paper discusses why the need exists and outlines a process to help local senates get started. The process described in the paper relies on faculty's professional integrity to do an assessment of discipline preparation and course content.

What this paper does not do, is cover all the possible problems which might arise during the assignment process. Ultimately to solve these problems, local senates may need to serve as judges hearing testimony and rendering a final decision respecting the basic principles under which the disciplines list was established.

Introduction

Prior to July 1, 1990 credentials determined which subject matter areas community college faculty could teach. Upon passage of the Community College Reform Act (AB 1725), credentials were no longer issued and new hiring was to be based upon a set of minimum qualifications for a given discipline. The disciplines and related disciplines were proposed by the Academic Senate and set forth in the disciplines list adopted by Board of Governors. The language in the legislation referred to "any courses" taught instead of "subject matter areas" of credentials which was linked to TOPS codes. Therefore a determination must be made as to the discipline preparation appropriate and adequate for each individual course.

The Problem

During the recent review of the disciplines list, it became apparent that many colleges have not completed this task or do not understand its purpose. Faculty hired under the credential system are allowed to teach any course within the subject matter area of the credential. It is not clear which courses

a faculty member may teach when hired with discipline minimum qualifications until courses have been assigned to disciplines. There are two questions faculty must ask and be prepared to answer.

1. When someone is hired with the minimum qualifications for one discipline (e.g., history), what courses may he/she teach if the college has not assigned courses to disciplines?
2. When a course is to be offered, what discipline specific preparation is appropriate to teach that course?

This paper attempts to provide a local senate guidance in designing a process at the local campus to address these questions.

In most cases, the courses on a campus will be placed in a single discipline. For example, most of the history courses offered at an institution will be listed under the discipline of history. However, consider a course in the Economic History of the United States. Should it be listed under the discipline of history or economics? Or is it possible that both economics and history are suitable preparation? In which case, would it be appropriate to list the course under both the disciplines of history and economics? By doing this dual listing, the institution states that it is possible for individuals who meet the minimum qualifications of history or economics to have the expertise necessary to teach this course. For the purpose of this paper, this process is called multiple-listing and does not mean that the course must be listed as History 101 and Economics 101. (Listing a single course offered for either history or economics credit is appropriately referred to as double coding.) Multiple-listing addresses the issue of what academic background is the minimum qualification to teach the course.

Another option is to list the course as interdisciplinary[1], assuring that the instructor would at least have some preparation in both history and economics.

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[1]Minimum qualifications for interdisciplinary are a masters in the interdisciplinary subject or a masters in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in each of the other disciplines.

The Principle

The guiding principle for this task must be based on course content not personnel issues. It is necessary for faculty to separate themselves from their personal biases and assess each course based on the subject matter being taught and giving consideration to emerging disciplines. Faculty are reminded that, according to law, no matter a course is placed, individuals holding valid credentials that would have allowed them to teach the course pre-AB 1725 are still qualified to do so.

It is important to understand that not all programs or department titles are disciplines. The decision to place a course in a specific discipline is based on the body of knowledge necessary to instruct the course. When the subject matter as stated by the official course outline is common to more than one discipline, it is appropriate for the course to be listed in all appropriate disciplines. If, however, a broader knowledge base is necessary, the course should be listed as interdisciplinary and the disciplines involved listed.

The Process

As provided for in the Title 5 regulations, Section 53200, Strengthening of Academic Senates, the process of placing courses within disciplines must be done by faculty through the academic senate. How multi-college districts should proceed depends on whether each college has a separately accredited curriculum or whether the district has a district course numbering system. If the each college has a separate curriculum, it would proceed as a single campus district. If, however, a district has a district curriculum committee, the process would vary slightly. What happens if the faculty at different district colleges disagree regarding on the listing of a course to a discipline? If a district senate exists, that senate may want to adjudicate the disagreement and make the final decision. If, however, there is no district senate, the local senates may wish to convene a special committee with representatives from all colleges to discuss the issue and make a recommendation to the local senates.

The local senate has the responsibility to establish processes that include involvement of faculty with the knowledge necessary to evaluate course outlines for content and to assign each course to the appropriate discipline(s). Since evaluating a course outline is the responsibility of the curriculum committee when reviewing new and existing courses, it is possible that the curriculum committee, under the auspices of the academic senate, would be the most suitable group to make these decisions. No matter who is involved in the process or who directs the process, there exists an obligation to seek out the expertise of the discipline faculty when assigning courses to disciplines.

It is also necessary to list the college's noncredit courses within disciplines. Since there are no specific noncredit disciplines, it is recommended that faculty use the areas allowed for apportionment as "disciplines" in noncredit as referred to in Title 5, Section 84711.

How would an academic senate go about placing courses within the appropriate disciplines? This placement will require consideration of the organizational structure of the instruction area. Are the faculty set up in departments or divisions or in some other way? Besides a college-wide/district curriculum committee, does the institution have smaller division curriculum committees? The hardest part of the process is deciding how best to proceed and how best to design a process that provides for maximum faculty input. The following steps are designed to provide some guidelines the senate or the committee designated by the senate might wish to consider:

Step 1: Obtain a complete list of the institution's current course offerings. If information systems is able to design a printout for the process, it might look like this:

Course	Discipline	Multiple-listing	Interdisciplinary? (list disciplines)
Math R			
Math PA			

Math A			
Math B			
Math 1			

Step 2: Form appropriate committees for the initial assignment of courses into disciplines. For example, if the college has divisional curriculum committees, give them the courses in their purview to assign. If not, the senate or designated committee may want to form several broad based groups such as: fine arts, math and science, behavioral and social science, humanities, and vocational. Faculty would be recruited in those areas to convene and do an initial placement of courses within the disciplines of their area(s).

The chair of the process should remember to review with the committees the difference between multiple-listing and interdisciplinary. When a course is multiple-listed in two or more disciplines, the faculty are saying that the minimum qualifications for any of the disciplines listed would be sufficient, ie. listing Economic History of the US in both the disciplines of history and economics. However if the faculty feel the instructor should have some preparation in more than one discipline, the course should be listed in the interdisciplinary category instead of individual disciplines. By listing the economic history course as interdisciplinary, an instructor would need course work in both economics and history.

Step 3: Circulate the initial placement of courses to all faculty in the respective groups and to the college curriculum committee for comment. Based on the comments and concerns received, the committees should finalize the list to present to the academic senate and the Board of Trustees for final approval.

Step 4: The final approved list should be made available to department/division offices, personnel, and instruction offices.

Step 5: The senate should design processes for assigning new courses to disciplines in the curriculum proposal process and for a periodic review of course assignments that corresponds with the discipline review process.

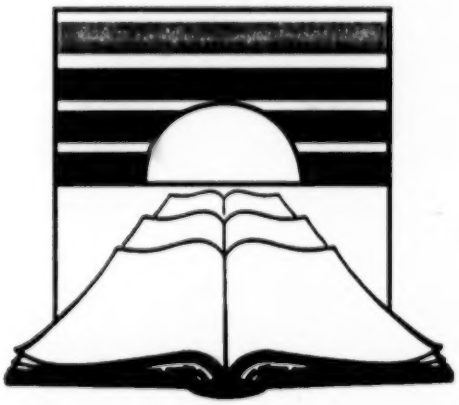
The members of the committees assigning courses to disciplines need to be aware of the minimum qualifications of the disciplines they are assigning. They must be aware that not all department/division titles are disciplines. Some institutions, for example, offer courses in human development, human services and American studies. A review of the disciplines list does not yield these titles, so where would they be assigned? The reviewers must examine the course content and decide of

the available disciplines which one(ones) is(are) appropriate including interdisciplinary. For example, some of the human services and human development courses might be appropriately placed in counseling, psychology, or sociology. In contrast, courses in American studies might be more appropriately designated as interdisciplinary where the faculty member teaching the course will need a broader knowledge base to teach the course effectively.

Conclusion

As previously mentioned, it would be impossible to address every contingency that might arise when your senate begins the process. There is no question each senate will have to make some hard decisions. Establishment of a philosophy to maintain academic integrity of each discipline will assist senates in the decision-making process. However, it is important that your process include a method to handle differences of opinion before they arise so that all parties concerned will know what to expect and how the problem will be resolved.

1996 DISCIPLINE REVIEW AND TIMELINE



The Academic Senate
for
California Community Colleges

1996 Discipline Review and Timeline

Preface:

Immediately following the 1993 review of the disciplines, the Standards and Practices committee of the Academic Senate conducted a critique in order to improve the current process. During a breakout at the 1993 Spring Session, faculty were asked to brainstorm ideas they would like to see incorporated into the next process. The following proposal highlights 1) why a change should be proposed; 2) how a change should be proposed; 3) what happens once a change is proposed; and 4) a proposed timeline for the 1996 Review.

Why should a discipline change be proposed?

When the Community College Reform Act(AB 1725) repealed credentials, the Board of Governors of the California Community Colleges were required to adopt a list of disciplines. In establishing the list of disciplines, the Board of Governors relied primarily on the advice and judgement of the Academic Senate. Through a thorough process, the Senate established a list of disciplines and related disciplines resulting in a set of minimum qualifications to be used in the hiring of community college faculty. Part of the process included a three-year review cycle by which the Board of Governors would review the disciplines list for proposed changes.

Each proposed change should be accompanied by a brief explanation of the change. The proposed change should satisfy one or more of the following criteria:

1. changes within the profession or discipline
2. clarification or elimination of confusion and ambiguity
3. inclusion of new degrees
4. continual use of the equivalency process to hire under a specific discipline
5. insuring the maximum degree of flexibility for the discipline while maintaining discipline integrity
6. other

When the original list was proposed, a major criterion was that the degree be offered by either the University of California or California State University systems. It is recommended that this criterion continue to be required unless there are extenuating circumstances. Extenuating circumstances exist when an emerging discipline requires special preparation not covered in existing disciplines.

It is the responsibility of the initiator to include pertinent information concerning the proposed change. Failure to include a rationale for the proposed change would be grounds for rejecting the proposal.

How Changes Are Proposed?

Some confusion on who could propose a change to the disciplines list has existed. Concern was also expressed as to how some proposed changes were placed on the disciplines list even though they had been previously discussed and turned down. The process for proposing changes to the disciplines list needs to be clarified but must also insure that the possibility of continued discussion of ideas is not stifled. There are two avenues for proposing changes: through a local senate or through a recognized organization*. It is recommended that the process for new proposals remains the same. However, for resubmissions a modified procedure is proposed as explained below.

Any new proposed changes may be submitted:

1. Through the Local Senate

    a. Any faculty member may initiate a proposal to change to the disciplines list.
    b. Local senates should hold hearings regarding the proposals among its faculty.
    c. Local senates must approve and forward the recommendation to the Senate office in Sacramento.

2. Through a recognized discipline or professional organization

    a. Any member of the organization may initiate a proposal to change the disciplines list.
    b. The organization should hold hearings regarding the proposals among its members.
    c. The governing body of the organization must approve the recommendation.

Resubmissions:

In addition to either 1 or 2 above, if a proposal has been previously rejected, it can be resubmitted only if

1. a new justification and rationale are provided,

and

2. a resolution is passed at an Area meeting to include the proposed change in the review and approval process.

or

3. through the regular resolution process at Session where the mover seeks approval of the Session to include the proposed change in the review and approval process.

*Recognized organization: an organization that is registered at the chancellor's office as representing a specific discipline or a regional, state, national, or international organization with a formally adopted constitution or by-laws.

Review and Approval of Proposed Changes:

The submissions are reviewed by the chair of Standards and Practices as they are received; however, the final deadline for all submissions is 5:00 pm on the first day of the Fall Session. If the chair, in consultation with the Executive Committee of the Academic Senate, feels there is a problem with the submission, s/he will contact the submitting organization for clarification.

A subcommittee composed of the chair of Standards and Practices and members from the Executive, Educational Policy and Standards & Practices committees will be convened. The primary responsibility of this subcommittee will be to consolidate all proposed changes into a document for review by the field. If the committee rejects a proposed change, the chair of Standards & Practices will notify the organization of the reason and their option to appeal the decision according to the mechanism outlined below. Criteria for rejection may include:

1) incomplete information provided on the form
2) proposed area is not a discipline
3) proposed degree is not available
4) proposal is part of a noncredit program
5) recommendation exceeds the scope of the disciplines list.

Following the Fall Session, all proposed changes will be compiled in a discussion document. Included in the document will be a brief explanation for each proposed change along with the name of proposer. This document will be mailed to senate presidents, curriculum chairs, CEO's, CIO's, personnel directors, faculty organizations and discipline organizations for review prior to consultation meetings and public hearings. Consultation meetings will take place during December and January with CEO's, CIO's and faculty organizations. Three public hearings will be held prior to mid-February in the southern, central and northern regions of the state.

During consultation and public hearings, testimony will be taken on the proposed changes. No new changes may be proposed unless it is determined by the Executive Committee that extenuating circumstances exist. At the completion of the hearings, members of the Executive and Standards & Practices committees will meet to review the testimony received on the proposed changes. Based on the testimony, the committee will decide whether or not a proposed change will be forwarded to the Spring Session for approval. It is possible for some proposals to be modified based on information received at the hearings.

The finalized list will be mailed to senate presidents and delegates by the end of February to allow ample time for faculty to discuss proposed changes. While proposed changes may be discussed at the Spring area meetings, no amendments will be accepted. At the Spring Session delegates will either vote to accept or reject the changes without modification.

Generally, proposed changes to the disciplines list will be presented on a consent agenda during resolution voting. If a proposed change is considered controversial, it may be presented as a separate resolution. At the Spring Session, anyone can request that a given change be pulled from the consent agenda and voted on separately.

Appeals Process:

Senates and organizations will be notified when their proposals are received. If a proposed change is not accepted, the submitting organization will be notified of the decision and the rationale. At this time, the decision may be appealed through the normal resolution process. The result of passing a resolution at the Fall Session regarding a proposed change to the disciplines list is to include that change in the Review and Approval process.

Any change deleted from the list after the consultation and hearing process, may be returned to the list through the regular resolution process at area meetings or the Spring Session.

PROPOSED TIMELINE:

February '95:	1st notice goes out (including revised form with cover sheet indicating the criteria for submission of change)
March '95:	Reinforced at Area Meetings
Spring, '95:	Spring Session, Informational breakout explaining process and responsibilities of local senates
	Publication of process in the final Rostrum of the year.
Fall '95	Aug, September, 95--2nd notice sent out to Senate Presidents, CIO's, CEO's, Curriculum Committee chairs, discipline organizations, Personnel Officers
	Publication of process and forms in first Rostrum of '95. Include hearing information.
Oct. '95	Revisions due in Senate Office by the last Monday in October. Revisions can still be turned in by 5 pm Thursday at the 95 Fall Session in November.
Nov. '95	All proposed revisions due no later than 5 pm Thursday at the 95 Fall Session.
	Proposed list of changes mailed to Senate Presidents, CIO's, CEO's, Curriculum Committee chairs, discipline organizations, Personnel Officers no later than two weeks after the Fall Session.
Dec. '95-Jan.' 96	Consultation with CIO, CEO, and COFO (bargaining units) Informal consultation with Personnel Officers.
Jan.-Feb.'96	Three hearings in the North, Central, and South on the proposed changes.
	Hearings can result in modifications of the proposed changes, but no new changes can be proposed for any discipline due to the consultation process.

Feb.'96	Joint meeting of Standards and Practices and Executive Committee to review the testimony of hearings
	Executive Committee (in consultation with the Standards and Practices Committee) will develop the final list of recommended changes. They are not required to send forward all changes submitted.
	Final list mailed to all Senate President and delegates.
Mar.'96	Area Meetings
Apr.'96:	Vote on changes at Spring Session. No amendments can be made to the changes at the session, delegates can only vote for or against the proposed change. Notice of this condition included in session mailings.

REVISION TO DISCIPLINES LIST

Send completed forms to: Academic Senate for California Community Colleges
Standards & Practices Committee
1107 Ninth Street, 9th Floor
Sacramento, CA 95814

Suggested Revision:

If the proposed revision is the addition of another degree, identify the UC or CSU campus where the degree is offered:

Reason for change: (Check one)

__ changes within the profession/discipline
__ new degrees are available
__ insure the maximum degree of flexibility for the discipline
__ other
__ clarify or eliminate confusion and ambiguity
__ continually using the equivalency process to hire under a specific discipline

Brief explanation:

Contact person: _____ Phone number: _____

Signature of Senate President: _____
College: _____
Date Approved by local Senate: _____
Phone: _____
Submitted to local Senate by: _____

OR

Organization: _____
President: _____
Date Approved by Organization: _____
Phone: _____

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